

# GUIDED READING PROGRAM

## Text Types



These are the cards that go with Level Z of the Guided Reading Program: Text Types.  
There is one card for each book in the level, as follows:

- **Chains**
- **Chasing Lincoln's Killer**
- **Countdown**
- **The Evolution of Calpurnia Tate**
- **The Glass Menagerie**
- **The Hunger Games**
- **The Many Rides of Paul Revere**
- **Stormbreaker: The Graphic Novel (Alex Rider)**
- **Tales from Outer Suburbia**
- **Uglies**

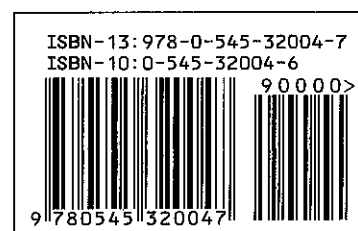
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ITEM S-HT5-32004-6





## Summary & Standard

Isabel, a young slave, tells the story of her own quest for freedom during the opening days of the American Revolution. Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Laurie Halse Anderson

**Genre:** Historical Fiction

**Text Type:** Novel

**Word Count:** 250+

**Theme/Idea:** overcoming great obstacles; surviving tragedy

## Making Connections: Text to World

Have students share what they already know about the American Revolution. Discuss the negative effects of war as well as the idealistic views of what the colonists hoped to gain.

Point out that slave ownership was common during this time and that the independence for the colonists did not extend to all members of society, especially slaves, who were considered property. Discuss: *Why would the Declaration of Independence cause many slaves to be hopeful?*

For information about the American Revolution, see <http://www.theamericanrevolution.org>.

## Vocabulary

**Essential Words:** beseech, condolences, etiquette, insolent, proprietor, sovereign

**Related Words for Discussion:** allegation, gossip, hysteria, propaganda, stereotypes

## Genre/Text Type

**Historical Fiction/Novel** Remind students that historical fiction is a made-up story based on real people and events. The longer length of this novel allows for a deeper exploration of how people's lives are affected by historical events.

## Supportive Book Features

**Text** Italics distinguish what Isabelle is thinking from what she says out loud. Realistic dialogue reflects the personalities and social standing of the characters and helps readers visualize them. An appendix helps students separate historical fact from the fictionalized story components.

**Vocabulary** Some vocabulary related to the historical period is unusual, but students will be able to use context to understand what these words mean.

Praise students for specific use of "Behaviors to Notice and Support" on page 121 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Each chapter begins with a quotation from a historical figure, apropos to the chapter's contents, yet students may have difficulty with the language. The book is text-heavy, but the engrossing action and suspenseful situations will absorb students in the plot.

**Content** The book realistically describes the conditions faced by slaves, and many students may be sensitive to this deplorable treatment. Have students discuss how the idea of freedom for the American colonists stands in stark contrast to the continuing treatment of their slaves.

## ELL Bridge

Help students follow the events of the story by maintaining a sequence of events chart as they read. Pair students and after each chapter, ask partners to summarize the main event. Have partners share their summary with the group and then guide students to combine their ideas into one statement to add to the chart.

## Developing Comprehension

### Thinking Within the Text

Have students recall the main events of the story. Ask: *Throughout these events, how does Isabelle turn to her absent family members for comfort? How does her "remembering" of them help her survive?*

### Thinking Beyond the Text

Invite partners to review the poster on page 301, and have students predict what the book sequel might be about. Point out that Valley Forge was the site where George Washington's army camped over the winter. Ask: *How will Isabel and Curzon's experiences likely be different?*

### Thinking About the Text

Explain that the author chose to weave real quotations, people and events from that historical time into the story. Ask: *How do these details make the story more realistic? What do you learn about history from a fictional story like this one?*

## Understanding Setting

Remind students that the setting is the place and time in which the story events take place. Point out that this story is set in the past, and the details of the setting help readers understand how this time period differs from their own. Ask:

- On pages 4–5, where are the characters? What are the details of the setting? (in a graveyard; split-rail fence, morning mist, wooden cross, mules pulling a wagon) How does this differ from a setting today? (Graveyards are not separated by race; coffins are carried by hearses, not wagons.)
- On pages 123–126, how are the setting details important to the action that unfolds in this chapter? (The town is filled with soldiers marching; a statue of the King of England is toppled by a mob of people.)

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Understanding Compound Words

Remind students that a compound word is a word that is made up of two smaller words.

- Have students find *strongbox* on page 4. Ask a volunteer to name the two words in *strongbox*. Guide students to explain how the meanings of the smaller words contribute to that of the compound word. (a strongly made chest or case that holds money or valuables)
- Then have students define other historical terms, such as *waistcoat*, *bedchamber*, *gravedigger*, and *patchwork*.

## Developing Fluency

Model reading a passage of dialogue with correct intonation and expression. Then have partners take turns reading the passage in the same manner, until the dialogue sounds natural.

## Oral Language/Conversation

**Talk About Propaganda** Discuss the role and danger of propaganda during wartime and how rumors can make people fearful or confident.

## Extending Meaning Through Writing

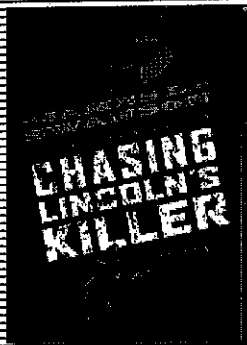
- Have students write a list of similes and metaphors to describe the ideas of freedom and independence. (**List**)
- Have students write an essay on whether or not slaves should have been recruited as Patriot spies. (**Persuasive**)

## Connecting to Everyday Literacy

In the story, Isabelle reads *Common Sense*, a persuasive pamphlet that outlined the cause for independence. To connect students to real-world persuasive text, show them several political campaign pamphlets. Ask: *What does the pamphlet want you to do? Does its argument persuade you to think a certain way? Explain.* For more persuasive text, go to <http://www.earlyamerica.com/earlyamerica/milestones/commonsense>. Read from Thomas Paine's *Common Sense*.

# Chasing Lincoln's Killer

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

This nonfiction book recalls Lincoln's assassination and the events that led to the capture of his killer. Students will read to refine their understanding of how texts work across a variety of genres.

**Author:** James L. Swanson

**Genre:** Informational Text

**Text Type:** Chapter Book

**Word Count:** 250+

**Theme/Idea:** recounting the events of history; understanding people's motivation

## Making Connections: Text to World

Invite students to share what they already know about the sixteenth president of the United States, Abraham Lincoln. When discussion touches on the assassination, guide students to outline what they know.

Tell students that the author, using historical documents, recounts events leading up to the assassination and the search for the killer and his accomplices. Point out that, just like a crime detective, the author pieces together evidence.

For biographical information about Lincoln, see <http://www.whitehouse.gov/about/presidents/abrahamlincoln>.

## Vocabulary

**Essential Words:** adversaries, catastrophic, conspiracies, grotesque, inauguration, victorious

**Related Words for Discussion:** martyr, motivation, oppressive, political, traitor

## Genre/Text Type

**Informational Text/Chapter Book** Remind students that informational text gives facts about a topic. Breaking down information into separate chapters allows for tackling the topic bit by bit and builds understanding.

## Supportive Book Features

**Text** The front matter sets the stage for the story. Be sure that students read all of it. A list of major participants outlines the people involved. The author's notes and prologue give background and prepare students for what they will read. Historical photos and documents, including newspapers, serve to illustrate the impact of this event at the time it happened.

**Vocabulary** Students will be familiar with most vocabulary. Detailed descriptions and actions provide context to access more difficult vocabulary.

Praise students for specific use of "Behaviors to Notice and Support" on page 121 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Students may need help with the sequence of events, as some are told in flashback and others are happening simultaneously. The white type on black background in some sections is distracting, and the small print of the captions and articles is sometimes difficult to read.

**Content** Details about the attacks are graphic and the medical description of Lincoln's condition after the shooting is disturbing. Both show how physically devastating the attack was.

## ELL Bridge

Help students articulate the sequence of story events. Display an enlarged version of the map that appears in the back of the book. As each event unfolds, have students make a small illustration with a caption to summarize it. Post the illustrations next to their corresponding point on the map. Invite students to retell key events in the story, using this illustrated map.

LEVEL 2

## Developing Comprehension

### Thinking Within the Text

Using the list of major participants, have students summarize the role each person had in the book. Ask: *What did John Wilkes Booth hope to accomplish through this assassination plot?*

### Thinking Beyond the Text

Remind students how the newspaper articles and illustrations from the time contained misleading information. Discuss why reporters during that era would speculate and embellish on events in this manner. Ask: *Why would newspapers print "facts" that are not entirely true? How do these reports of the "truth" affect the public? Does this happen today? How do you know?*

### Thinking About the Text

Share the author's note at the book's beginning and have students discuss how the author's date of birth may have influenced his writing. Discuss the type of research and the various sources the author used to make this book as truthful as possible.

## Making Inferences

Remind students that readers often figure out more than the text states by making inferences. Explain that the writer does not tell readers everything that happens. By using details in the text, as well as prior knowledge, readers can make an inference about missing information.

- Ask students to reread pages 41–43 and study the illustration on page 44. Ask them to use what they have learned and their own knowledge to infer why the illustration cannot be accurate. Ask: *Why is it not possible that Lincoln sprang to his feet, as is shown here?*
- Have students reread pages 141–142 and use what they know and have learned about Atzerodt to explain why he gave up without a fight or asking why he was being arrested.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Understanding Figurative Language

Remind students that authors use figurative language to create mental pictures for readers.

- Have students reread page 140. Explain that when someone died, black fabric was draped over windows to show that a family was in mourning. Ask: *What does it mean when the author says that every building "wept with black crepe"?* Explain that this figurative language is an example of personification. Personification is giving human attributes to something that is nonliving. (the building wept)
- Have students look for other examples of personification.

## Developing Fluency

Model expert reading by reading aloud pages 1–2, emphasizing how a change in voice indicates that you are quoting the president's words. Have partners then take turns reading the pages aloud.

## Oral Language/Conversation

**Talk About Causes** Discuss how and why violence has been used throughout history to bring about change and whether it is effective.

## Extending Meaning Through Writing

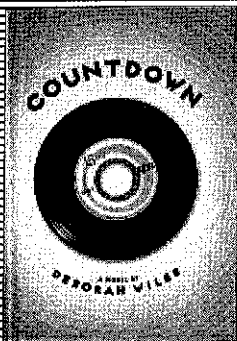
- Have students write a newspaper article based on one of the book's events. (**Expository**)
- Have students write a short scene for a play that recounts the final encounter between Booth and the soldiers. (**Play**)

## Connecting to Everyday Literacy

In the book, public perception of the assassination and manhunt was conveyed through news articles. To link students to real-world expository text, show them an online news article. Have students analyze the details and discuss how the rush to post affects accuracy. Invite students to monitor follow-up news articles and note how the facts might change as new details become available. For more expository text, go to <http://www.nytimes.com>.

# Countdown

## GUIDED READING PROGRAM Text Types



### Summary & Standard

While worrying about the Cuban Missile Crisis, Franny also deals with a fight with her best friend, her older sister's unexplained absence, and her uncle's odd behavior. Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Deborah Wiles

**Genre:** Historical Fiction

**Text Type:** Novel

**Word Count:** 250+

**Theme/Idea:** dealing with fear; exploring a specific time in American history

LEVEL 2

### Making Connections: Text to World

Students may have some prior knowledge of the Cold War. Invite students to share what they know about key people and events in the 1960s.

Extend the real-world connection by explaining that for thirteen days in October 1962, Americans were gripped with fear over the possibility of an atomic attack and nuclear war. Briefly discuss the Cuban Missile Crisis. Ask: *How do you think people felt during this tense time? How might they have coped with their fears?*

For additional teaching resources about the Cuban Missile Crisis, see <http://teachinghistory.org/nhec-blog/23484>.

### Vocabulary

**Essential Words:** atomic, attack, bombs, crisis, drill, enemies, missiles, shelter, war

**Related Words for Discussion:** differences, peace, planet, share, similarities, world

### Genre/Text Type

**Historical Fiction/Novel** Remind students that historical fiction is a made-up story based on real people and events. The longer length of this novel allows for a deeper exploration of how people's lives are affected by historical events.

### Supportive Book Features

**Text** The story is divided into short chapters. Though the novel is long, the particular font that is used and the ample leading provide ease of reading.

**Vocabulary** Most of the vocabulary will be familiar to students, and they will be able to use context clues to figure out the meaning of many unfamiliar words and expressions.

Praise students for specific use of "Behaviors to Notice and Support" on page 121 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The book features large sections of documentary material (e.g., photographs, quotations, cartoons, ads, news clippings, biographical profiles) in addition to the narrative of the story. Work with students to determine how this material relates to the narrative and how it supports their understanding of the historical era and events that are part of the plot.

**Content** The narrative includes many references to people, things, and events from the 1960s that students may not be familiar with. Have students note any references they do not understand and discuss them as a group.

### ELL Bridge

Before students read, write key words and phrases on the board, such as *nuclear war*, *missiles*, *bomb shelter*, *air-raid siren*, and *duck and cover*. Talk about their meanings using accessible definitions, such as, *A bomb shelter was a place where people could hide during a bomb attack*. Use the words in sentences and then have students use the words in their own sentences.

## Developing Comprehension

### Thinking Within the Text

Have students discuss Franny's conflicts in the novel. Ask: *With whom does Franny have conflicts? Why? How is each of these conflicts resolved? What larger conflict plays out over the course of the novel? How is it resolved?*

### Thinking Beyond the Text

Have students discuss how different characters were affected by the Cuban Missile Crisis. Ask: *What does Franny do in response to her fears? How does her brother Drew cope? In what ways is life the same even under the threat of nuclear attack? Have students discuss what Americans fear today. Ask: What creates fear for Americans today? How can people cope with their fears?*

### Thinking About the Text

Have students discuss the author's use of documentary materials. For example, have students review the materials at the beginning of the book. Then ask questions such as these: *How do these photographs, quotations, and song lyrics set the stage for the story? How do these materials enhance your understanding of the story? Why do you think the author chose to include these particular materials?*

## Understanding Plot

Remind students that the plot of a story involves the problem the main characters face and all the events that lead up to the solution.

- Explain that the climax of a story is the turning point in the plot. The problem is overcome and every action that follows leads to the resolution of the story.
- Ask students to identify the major events throughout the book and draw a plot diagram listing these events and showing the rising action.
- Then have students identify the climax of the story (Franny's attempt to rescue Margie) and the subsequent actions that lead to the resolution.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Context Clues

Remind students that they can use context clues to help them figure out the meaning of words and expressions that reflect a particular time and place.

- Point out the expression *Heavens to Murgatroyd* on page 18 and work with students to use context to figure out the meaning of this phrase.
- Work with students to use context to figure out the meaning of other words and expressions, such as *Buster Browns* (page 45), *hope chest* (page 86), and *Clam up!* (page 139).

## Developing Fluency

Have students reread a favorite passage from the book to a partner. Suggest that they reread the passage until they read with ease.

## Oral Language/Conversation

**Talk About World Peace** Have students discuss J. F. Kennedy's quote on page 379. Ask: *What is the message? What links all human beings?*

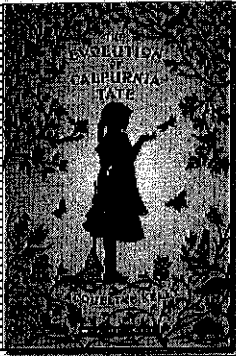
## Extending Meaning Through Writing

- Have students write a paragraph about what life was like in America during the Cuban Missile Crisis. (**Expository**)
- Have students write about a time when they had a conflict with a friend. How was it resolved? (**Narrative**)

## Connecting to Everyday Literacy

Explain that students in the novel practiced duck-and-cover drills so they would know what to do in case a nuclear bomb was dropped. Ask: *What kinds of emergency drills do you practice at school or home?* To link students to real-world procedural text, work with students to make a list of procedures they would follow at school or at home in the event of an emergency. For more procedural text about duck-and-cover drills, go to <http://www.dropcoverholdon.org>.

# The Evolution of Calpurnia Tate



## Summary & Standard

It's 1899, and girls are expected to learn how to sew and cook. But eleven-year-old Calpurnia has other ideas. She'd rather learn about nature than household skills. Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Jacqueline Kelly

**Genre:** Historical Fiction

**Text Type:** Novel

**Word Count:** 250+

**Theme/Idea:** finding your identity;  
exploring the world around you

## Making Connections: Text to Self

Students will most likely be familiar with the challenges of family life and growing up. Discuss how family members can help one another. Ask: *Who are you especially close to in your family? How are you alike and different?*

This story takes place in a small Texas town at the turn of the century, where the main character, Calpurnia, lives with her parents, six brothers, and grandfather. As the story progresses, she develops a strong bond with her grandfather who shares his knowledge with her.

For information about the book and the author, see <http://www.jacquelinekelly.com/>.

## Vocabulary

**Essential Words:** conclusions, evolution, inquiry, observation, scientific, selection, species

**Related Words for Discussion:** discoveries, dreams, impact, nature

## Genre/Text Type

**Historical Fiction/Novel** Remind students that historical fiction is a made-up story based on real people and events. The longer length of this novel allows for a deeper exploration of how people's lives are affected by historical events.

## Supportive Book Features

**Text** Each chapter title gives clues about what students will read. The story is told in sequential order, so students will see how Calpurnia changes and grows as time passes.

**Content** The story's well-developed characters, settings, and events will hold readers' interest. Students will relate to the ups and downs of family life and the struggles of growing up.

Praise students for specific use of "Behaviors to Notice and Support" on page 121 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The Darwin quote at the beginning of each chapter may be difficult for some students to understand. Have students reread each quote after reading the chapter. Discuss with students how the quote relates to the chapter.

**Vocabulary** The book contains many multisyllabic words that may be unfamiliar to students. Suggest that students use context clues to help them figure out the meaning of the words. Also suggest they keep a list of unfamiliar words, and the page numbers on which they appear, to look up later in a dictionary. Have students share their lists and discuss the meanings of the words.

## ELL Bridge

Have students summarize each chapter to show comprehension. After reading each chapter, guide students to write a summary of the key events. Discuss how what happens in each chapter develops the plot and gives clues about future events. As students read, have them refer to these chapter summaries in order to comprehend how plot events build on one another.

## Developing Comprehension

### Thinking Within the Text

Discuss what was expected of girls at the end of the 1800s. Have students tell why Calpurnia did not fit that mold and meet people's expectations. Ask: *How did Calpurnia try to be what her mother wanted her to be? How did she evolve into something else?*

### Thinking Beyond the Text

Discuss why Calpurnia and Granddaddy's relationship was probably a surprise to both of them. Ask: *Is there a grandparent or older person in your life who you would enjoy spending time with? How might you develop a relationship with that person? What might you learn from each other?*

### Thinking About the Text

Have students notice that the author uses dialogue to reveal clues about the characters. Call students' attention to Granddaddy's advice about how to spend time on page 95 and his observation about slang on page 98. Ask: *What does this show about Granddaddy? Is he someone you would like to know?*

## Understanding Point of View

Remind students that an author can tell a story through the thoughts, or point of view, of one character. When one main character tells what happens, using the words *I*, *my*, *we*, and *our*, it is called first-person point of view. That person is called the narrator. Say:

- *On the first two pages of the story, we learn a lot about the narrator. Who is the narrator? What information does she give?*
- *The author uses italic type to show what the narrator is thinking. How does knowing her thoughts help readers better understand Calpurnia?*
- *How would this story be different if it were told from Granddaddy's point of view? From the point of view of Calpurnia's mother?*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Strong Verbs

Remind students that strong verbs tell what happens in a sentence. Strong verbs, such as *zigzagged*, appeal to our senses and help us visualize the action.

- Have students locate and read the sentences with these strong verbs: *zigzagged* and *splashed* (page 103); *pitched*, *thrashed*, and *strained* (page 120).
- Discuss how each verb vividly describes movement. Invite partners to find other examples of strong sensory verbs in the book.

## Developing Fluency

Select a scene from the book that has interesting dialogue. Have students perform it as a Readers' Theater, stressing intonation.

## Oral Language/Conversation

**Talk About Discoveries** Discuss the impact Granddaddy and Calpurnia's discovery might have on their lives.

## Extending Meaning Through Writing

- Have students write a paragraph describing an experiment they have done. **(Descriptive)**
- Have students research life in the late 1800s. Ask them to make a Venn diagram comparing and contrasting life then with life today. **(Graphic Aid)**

## Connecting to Everyday Literacy

In the story, Granddaddy uses the scientific method, which follows specific steps to reach a conclusion. To link students to real-world procedural text, show them the directions for an experiment in a science book. Ask: *What materials do you need? What steps should you follow? What is the hoped-for result?* For more procedural text, go to <http://www.scholastic.com/magicschoolbus/games/experiments/index.htm>.

# The Glass Menagerie

**GUIDED  
READING  
PROGRAM**  
Text Types

TENNESSEE WILLIAMS  
The Glass Menagerie

## Summary & Standard

Living in a run-down apartment in 1930s St. Louis, a mother endures the loss of her genteel Southern youth by struggling to control the lives of her grown children, who rebel in their own ways. Students will read to better understand various aspects of the human experience.

**Author:** Tennessee Williams

**Genre:** Realistic Fiction

**Text Type:** Play

**Word Count:** 250+

**Theme/Idea:** using hope to deny reality; sacrificing personal freedom for duty

## Making Connections: Text to World

Discuss the idea that older family members often try to direct young people's lives. Point out that parents often push their children to succeed.

Tell students that the famous playwright Tennessee Williams based this play on memories of broken relationships within his own family. Explain that the play is set in St. Louis in the 1930s during the Great Depression, a time when attitudes about women, men, and families differed from today.

For more about the play's historical references, see <http://www.milwaukeeep.com/pdfs/Glass%20Menagerie%20SG.pdf>.

## Vocabulary

**Essential Words:** deception, discreet, fiasco, inferiority, inquisition, luminous, martyred, menagerie, narrator, regret, tribulations, unicorn

**Related Words for Discussion:** dysfunctional, obsession, paralyzing, self-conscious

## Genre/Text Type

**Realistic Fiction/Play** Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. This play format includes real-world dialogue and stage directions.

## Supportive Book Features

**Text** Each of the seven fairly short scenes generally features only two or three characters, making it easy for students to follow. A character description gives background about the characters.

**Vocabulary** Overall, the vocabulary is age-appropriate. The meanings of more difficult words are accessible through context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 121 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** For students who are not familiar with the play format, point out that each character name is followed by the speaker's words. In brackets are italicized words that describe how the character speaks or what the character does.

**Content** Prior to reading, it is particularly important to give students background knowledge in the historical context and prevailing attitudes of the time. The offensive attitudes toward women and African Americans are historically accurate, as is the use of derogatory words. Also, encourage students to analyze a character's use of sarcasm to make a point (page 24). Explain the historical references to Guernica, Chamberlain, D.A.R., and Gable.

## ELL Bridge

Help students use context to understand the meanings of idiomatic phrases used in the play, such as *skipped the light fantastic*, *sell you a bill of goods*, and *shank of the evening*. Talk about the literal meanings of the words and the intended interpretations of the phrase. Encourage students to look for other idiomatic phrases in the play.

LEVEL 2



SCHOLASTIC



# The Hunger Games



## Summary & Standard

In a futuristic society, teenagers are forced to participate in the Hunger Games, a brutal fight to the death that is televised for the entire country. Katniss must use all her skills to survive the Games. Students will read a wide variety of grade-level-appropriate classic and contemporary literature.

**Author:** Suzanne Collins

**Word Count:** 250+

**Genre:** Science Fiction

**Theme/Idea:** rebelling against an unjust society; making sacrifices

**Text Type:** Series Book

## Making Connections: Text to Text

Tell students that the story is set in the future. Ask students to describe what life in the United States might be like in the future. Explain that the society portrayed in the book is a dystopia. Define *dystopia* as a futuristic society where people are controlled by a totalitarian government, live in fear, struggle to survive, and lack individual freedoms. Invite students to tell about a dystopian society they know about from a book or movie.

For information about dystopian literature, see <http://www.publishersweekly.com/pw/print/00000000/42087-children-s-books-apocalypse-now.html>.

## Vocabulary

**Essential Words:** arena, district, mandatory, mentor, sponsors, tributes

**Related Words for Discussion:** defiance, humanity, injustice, rebellion, uprising

## Genre/Text Type

**Science Fiction/Series Book** Remind students that science fiction is a story that deals with scientific subject matter and may be set in the future. In this series book, students get to know characters they can follow in other stories.

## Supportive Book Features

**Text** The book is divided into three sections. The large typeface and ample leading make the book easy to read.

**Vocabulary** Students will find the vocabulary and sentence structure easy to comprehend. Terms that are unique to the story's society, such as *Gamemakers* and *muttations*, are either clearly explained or easy to figure out using context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 121 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** There are no chapter titles or illustrations to support comprehension. After reading each section, have the group summarize the plot action.

**Content** Some readers may be uncomfortable with the violence in the novel or the idea of teenagers being forced to kill one another, often in brutal ways. Discuss how this aspect of the book relates to key themes and the author's message.

## ELL Bridge

As a class, create a table of contents with student-generated chapter titles. Divide the class into three groups and assign a book section to each group. As students read their assigned section, have each group create chapter titles by summarizing the most important events in each chapter. When the book has been read, create a table of contents on chart paper using students' titles.

## Developing Comprehension

### Thinking Within the Text

Have students contrast life in the Capitol with life in District 12. Ask them to think about the differences in the food, buildings, people's physical appearance, and how people spend their time.

### Thinking Beyond the Text

Have students compare and contrast their vision of a future United States with the one described in the book. Ask: *In what ways is Panem a dystopia? What elements of our current society do you recognize in the book?*

### Thinking About the Text

Have students think about how the author uses elements of science fiction. Ask: *Do you find the world of Panem believable? How does the setting affect the characters and their actions? Point out that this is the first book in a three-book series. Ask: How does the author leave you wanting more? Would you read the next book in the series? Why or why not?*

## Understanding Character

Tell students that a character's actions, motives, and personality influence a story's plot. Discuss clues that the author gives about Katniss's character. Ask:

- On page 6, Katniss says she learned to hold her tongue and turn her face "into an indifferent mask." Why does Katniss's personality make her dangerous both to herself and the Capitol? (Being an individual is a great risk in Panem.)
- What traits and skills help Katniss survive in the Games? (strength, independence, bravery, loyalty, hunting skills)
- How would this story be different if Katniss had not taken Prim's place? (Katniss most likely would have seen her younger sister die at the hands of another tribute.)

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Multisyllabic Words

Remind students that multisyllabic words can be challenging to read as well as to comprehend. Breaking words into syllables can help.

- Have students find *claustrophobic* on page 17. Write the word on the board and model reading it as you divide it into syllables (claus-tro-pho-bic). Have students repeat each syllable sound and then blend them together to read the word.
- Repeat with *obliterated* on page 18 (o-bli-ter-a-ted) and *unintelligible* on page 19 (un-in-tell-i-gi-ble). Remind students to use context clues or a dictionary to learn the meaning of unfamiliar multisyllabic words.

## Developing Fluency

Have students reread several paragraphs of the book softly to themselves. As they read, circulate and listen in, giving assistance to struggling readers.

## Oral Language/Conversation

**Talk About Rebellion** Discuss Katniss's rebellion against the Games and the Capitol. Ask students why it is important to fight against injustice.

## Extending Meaning Through Writing

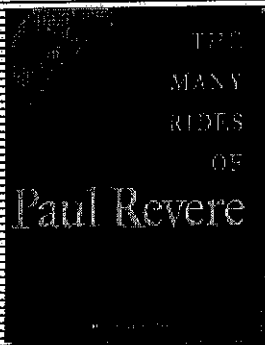
- Have students write another chapter to the story, telling what happens when Katniss resumes life in District 12. (**Narrative**)
- Have students write an editorial about the importance of the Games from the viewpoint of a Capitol citizen. (**Persuasive**)

## Connecting to Everyday Literacy

Before the Games, Katniss and the other tributes were interviewed by Caesar Flickerman. To link students to real-world expository text, have students read and discuss other interviews. For a selection of interviews for students to read, search for "interviews" at <http://teacher.scholastic.com/scholasticnews/indepth/index.asp>.

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# The Many Rides of Paul Revere



## Summary & Standard

This illustrated biography of Paul Revere focuses on his contributions to the colonial rebellion and the fight for American independence as well as his achievements as a craftsman. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

**Author:** James Cross Giblin

**Word Count:** 250+

**Genre:** Biography

**Theme/Idea:** exploring the life of a historical figure; fighting for independence

**Text Type:** Chapter Book

## Making Connections: Text to World

Students will have prior knowledge about the American Revolution. Discuss what students know about the people and actions that led the thirteen colonies to fight for their independence from Britain.

Extend the real-world connection by talking about colonial life in the 1770s. Explain that before the Revolution, most colonists identified themselves with their own colony; they did not think of themselves as Americans.

For additional teaching resources and ideas, see <http://www.pbs.org/ktca/liberty>.

## Vocabulary

**Essential Words:** colonies, conflict, engravings, liberty, militia, protests, rebels, revolution, taxes

**Related Words for Discussion:** equality, freedom, independence, religion, rights, speech

## Genre/Text Type

**Biography/Chapter Book** Remind students that a biography tells the important details of a real person's life. The details of this person's life are revealed as each chapter unfolds.

## Supportive Book Features

**Text** The information presented in the text is supplemented by numerous visual aids, including maps, illustrations, and photographs or reproductions of colonial artifacts. The last section of the book features several resources, such as a time line, a bibliography of recommended resources, and an index.

**Vocabulary** The author often explains the meaning of specialized vocabulary within the text, such as *crucible* and *ingot* on page 5.

Praise students for specific use of "Behaviors to Notice and Support" on page 121 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some pages have only text, and many sentences are lengthy. Encourage students to stop frequently and summarize what they read as a means of monitoring their comprehension.

**Content** The author presents Revere's life within the larger context of numerous historical events. Students can use the illustrations of historical events to help them understand these key events. Encourage students to take notes to help them keep track of the most important information about Revere.

## ELL Bridge

Pair ELL students with English-speaking partners. Have partners choose an illustration and discuss what they see. Suggest that students answer questions such as, *Who is in the picture? Where does the picture take place? What is happening? What is important about this picture?* Have students describe their illustration to the rest of the group.

## Developing Comprehension

### Thinking Within the Text

Have students discuss Revere's contributions as a member of the Sons of Liberty as well as his accomplishments as a craftsman. Ask: *How were Revere's efforts as a patriot and as an artist important to the beginning of our country?*

### Thinking Beyond the Text

Remind students that some colonists sided with the British and that the choices people made could not have been easy. Ask: *What hardships did the colonists face in their struggle to gain independence? What sacrifices did they make?* Have students discuss what freedom means to Americans today.

### Thinking About the Text

Point out that the author includes several different kinds of resources at the end of the book. Have students think about the purpose of each resource and why the author chose to include it. Ask questions such as these: *Why did the author include the poem? How is your appreciation of the poem enhanced by reading the book? What is the purpose of the time line? Why might readers of this book be interested in visiting historic sites? Why do you think the author included source notes and a bibliography?*

## Understanding Cause and Effect

Help students understand the cause-and-effect relationships in the American Revolution by looking at the results of people's actions or of significant events. Remind students that an effect is what happens; a cause is what makes it happen. Ask questions such as the following:

- *How did increased taxation intensify the conflict between Britain and the colonies?*
- *How did the battle at Lexington Green affect militias throughout the colonies?*
- *Why did independence result in new freedom for American craftsmen?*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Difficult Words

Remind students that there are strategies they can use for understanding difficult words.

- Identify *inscription* on page 17. Say the word slowly, breaking it into syllables. Point out the root word and the suffix. Ask students what they think the word means. Use surrounding text to confirm meaning. Help students understand that *inscription* means "an engraved message."
- Repeat with *Bostonians* (page 20), *weariness* (page 24), and *sympathizers* (page 27).

## Developing Fluency

Model using phrasing to break longer, complex sentences into chunks. Then have students practice the technique as they read independently.

## Oral Language/Conversation

**Talk About Freedom** Lead a discussion about the importance of freedom. Have students talk about the freedoms they have.

## Extending Meaning Through Writing

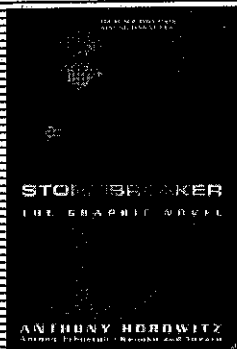
- Have students write a paragraph about Revere's achievements as a craftsman. (**Expository**)
- Have students make a time line of key events in Paul Revere's life. (**Graphic Organizer**)

## Connecting to Everyday Literacy

To link students to real-world document text, review the book's map of Revere's midnight ride route (page 39). This map shows the movements of Revere, two other riders, and the British patrol. Ask: *What information does a map provide? What kinds of books often contain maps?* For an interactive map of the same ride, go to <http://www.paulreverehouse.org/ride/virtual.html> and have students compare and contrast the two maps.

# Stormbreaker: The Graphic Novel (Alex Rider)

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

When Alex Rider's uncle is killed, the secret agency he worked for convinces Alex to take over his uncle's mission: investigating the Stormbreaker computer system being donated to schools. Students will read to understand how texts work across a variety of genres.

**Authors:** Anthony Horowitz and Antony Johnston

**Genre:** Adventure

**Text Type:** Graphic Novel

**Word Count:** 250+

**Theme/Idea:** facing personal challenges; having courage in the face of danger

## Making Connections: Text to Text

Have students think of series they have read in which young characters must take on adult responsibilities when they are thrust into a world of evil. For example, mention the *Harry Potter* series.

Explain that *Stormbreaker* is part of a series about the adventures of Alex Rider. This is a graphic novel version of the novel with the same title. Ask: *Why might converting a novel into a graphic novel be difficult? How would you go about doing it?*

For more information on the Alex Rider series of books and its author, see <http://www.anthonhorowitz.com/alexrider>.

## Vocabulary

**Essential Words:** condolences, domination, lethal, manipulating, proposition, recruit

**Related Words for Discussion:** description, illustrations, imagination, narration, visualizing

## Genre/Text Type

**Adventure/Graphic Novel** Remind students that an adventure is a made-up story with characters involved in exciting and often risky situations. The illustrations and their use in the storyline add to the story's fantastical and often surreal quality.

## Supportive Book Features

**Text** The story is told through detailed illustrations and dialogue. When the setting changes, the new setting is labeled in a black box.

**Vocabulary** Review using the illustrations as context clues to vocabulary words, such as *recruit* on page 43. Sound effects to enhance the adventure are written as onomatopoeic words across the illustrations. (Note: Book pages are not numbered. The first page is page 1.)

Praise students for specific use of "Behaviors to Notice and Support" on page 121 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Occasionally the order of the illustrations is unclear. Review reading the boxes across a page, then down and across. There are no chapters. Logical breaking points come at scene changes.

**Content** Students may be unfamiliar with the idea of secret agencies and gadgets. Also, students will encounter unfamiliar terms, such as "genetically modified virus" and "raving psychopaths." Encourage students who have read other books in the series or seen adventure movies to help explain these ideas and terms.

LEVEL 2

## ELL Bridge

Use the detailed pictures in the book to discuss vocabulary words relating to the adventure, such as *funeral*, *karate*, *training*, *recruit*, *exercise*, *weapon*, *gadget*, and *tentacles*. Help students with the pronunciation and meaning of each word. Then have students use the words in sentences to discuss the story.

## Developing Comprehension

### Thinking Within the Text

Using a two-column chart, have students list the gadgets Alex is given in the first column, leaving plenty of room between each. In the second column, have students write about how Alex uses each one to defeat Darrius Sayle and his plot.

### Thinking Beyond the Text

Discuss graphic novels. Have students list ways they differ from regular novels, such as the lack of narration and written description, and the use of abundant illustrations and speech bubbles to tell the story.

### Thinking About the Text

Have students discuss how the author ends the story. Ask: *Why do you think the author had Gregorovich, the killer of Alex's uncle, save Alex's life? Who do you think might be spying on Alex at the end of the novel? Why do you think the author chose to end the story this way?*

## Making Predictions

Explain that good readers think about what might happen next in a story. They use their prior knowledge along with what is in the text to make predictions. Then they check their predictions as they continue to read, and change predictions or make new ones as they gain new information.

- After students read the introduction to the story, invite them to make predictions about what will happen in the story. Write some of these predictions on chart paper to check as students continue to read.
- After the funeral scene, ask: *What do you predict will happen to Alex now?*
- Before Alex leaves for Cornwall, Jack gives him a card from his uncle. Encourage students to make predictions about the photo on the card and whether Alex's uncle was preparing him to be an agent.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Multiple-Meaning Words

Remind students that many words have more than one meaning and that context can help them determine the intended meaning.

- Have students find the word *bank* on page 23. Explain that *bank* could mean "a business that keeps money" or "a mound or pile raised above a surrounding area." Ask: *Which meaning is more likely here?* (a business that keeps money)
- Have students identify other multiple-meaning words, such as *report* (page 19) and *train* (page 33), and tell their different meanings. Have them use context to determine their meanings.

## Developing Fluency

Have partners read aloud the exchange between the gadget maker and Alex (pages 58–61). Have students practice difficult words and changes in intonation until they can read the scene fluently.

## Oral Language/Conversation

**Talk About Imagination** Discuss whether students prefer to visualize characters and action from descriptions or see them illustrated.

## Extending Meaning Through Writing

- Have students write a Special Operations Division youth-recruitment pamphlet. Remind them to include traits people must have in order to do the job. (**Persuasive**)
- Have students create their own synopsis of the next book in the series based on how this book ends. (**Narrative**)

## Connecting to Everyday Literacy

Remind students that this graphic novel was also made into a movie. Tell students that some people read movie reviews to help them decide whether or not to see a particular movie. To link students to real-world persuasive text, share a movie review of *Alex Rider: Operation Stormbreaker*. For more persuasive text, go to <http://www2.scholastic.com/browse/article.jsp?id=3751228> and read a movie review.

# Tales From Outer Suburbia



## Summary & Standard

The fifteen stories in this book work together to examine different aspects of life in seemingly ordinary suburban areas. As students read, they realize these suburbs are far from ordinary. Students will read to refine their understanding of how texts work across a variety of genres.

**Author:** Shaun Tan

**Genre:** Fantasy

**Text Type:** Short Stories

**Word Count:** 250+

**Theme/Idea:** making sense of the world; finding meaning in fantasy

## Making Connections: Text to World

The suburban Australian setting of these short stories has much in common with U.S. suburban life. Discuss the growth of suburbia in the 20th-century United States and invite students to share personal experiences with living in or visiting the suburbs.

Extend the real-world connection by examining ways in which works of popular media tend to depict suburbia—life in suburbs, communities near cities—as being uneventful and uniform or the suburbs as a taming of nature.

For information about cities and suburbs, see <http://nationalhumanitiescenter.org/tserve/nattrans/ntuseland/essays/citsubs.htm>.

## Vocabulary

**Essential Words:** cultural, excursions, expedition, foreign, suburbia

**Related Words for Discussion:** community, interpretation, investigation, observation

## Genre/Text Type

**Fantasy/Short Stories** Remind students that a fantasy is a story that could not happen in the real world. In each of the short stories in this collection, new characters and situations are introduced.

## Supportive Book Features

**Text** The book consists of fifteen short stories, with a table of contents cleverly disguised as postage stamps, each stamp representing a story, showing the title, illustration of the story topic, and page number. Throughout the book, illustrations in various artistic styles help tell many of the stories and help the reader visualize the unusual events that the author describes.

**Vocabulary** Although some difficult words or expressions are used, most can be figured out from context clues.

Praise students for specific use of “Behaviors to Notice and Support” on page 121 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Though most of the art and illustrations provide essential clues to the possible meaning of each story, some graphics might be confusing. For example, “Distant Rain” is composed of handwritten scraps of text. Make sure that students do not skim over any pieces of the story.

**Content** The stories use familiar aspects of everyday suburban life as starting points for strange, magical encounters. Students will need to think abstractly to gain meaning from them.

## ELL Bridge

Have pairs of students read a few pages together and jot down any words they do not understand. Encourage partners to discuss the words and use a dictionary, if necessary, to arrive at understandable definitions. Monitor students’ understanding of the words by having partners choose five words they noted, say them aloud to the entire group, and use them in a sentence.

## Developing Comprehension

### Thinking Within the Text

Have students summarize the main events of each short story in one or two sentences. Note that sometimes the events are ambiguous and discuss conflicting interpretations.

### Thinking Beyond the Text

Point out that the first two stories ease the reader into the strange world of this book, with the water buffalo pointing the way to new understanding and Eric modeling how to study and explore an unfamiliar place. Explain that even familiar places can seem strange when examined in a new way. Discuss with students what new things they might discover and see if they look at their own world with “new” eyes.

### Thinking About the Text

Have students examine how the author uses illustrations to tell many of these stories. For example, without the pictures, “Eric” could be a story about any foreign exchange student. Turn to different stories and ask: *What kind of art does the author use here? What important information does the art provide?*

## Understanding Structure

Remind students that this book is structured in fifteen separate stories (plus illustrated front matter, end matter, and so on) that work together to depict a place where odd and thrilling things sometimes happen. Model for students how examining this structure can aid in their comprehension and interpretation of this book.

- Have students examine the pictures on pages 1–5. Ask: *How do these pages introduce you to the setting of the stories and prepare you for reading about the things that happen there?*
- Have students discuss the order in which the stories are organized and why the author might have arranged them in this way.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher’s Guide*.

## Developing Phonics and Word-Solving Strategies

### Multisyllabic Words

Remind students that multisyllabic words can be challenging to read as well as to comprehend. Breaking words into syllables can help.

- Have students find *conviction* on page 56. Write the word on the board and model reading it as you divide it into syllables (con-vic-tion). Have students repeat each syllable sound and then blend them together to read the word. Repeat with *elusive* on page 74 (e-lu-sive). Remind students to use context clues or a dictionary to learn the meaning of unfamiliar multisyllabic words.

## Developing Fluency

Model fluent reading of a passage from the book, stressing appropriate pauses that would occur at the ends of sentences, before commas, and so on.

## Oral Language/Conversation

**Talk About Exploration** Lead a discussion about how people make sense of the world around them, investigating their own and other communities.

## Extending Meaning Through Writing

- Have students write a description of what the foreign exchange student, Eric, left as a thank-you to the family he stayed with. (**Description**)
- Invite students to use art and/or scraps of handwritten text to tell a story about their neighborhood. (**Narrative**)

## Connecting to Everyday Literacy

The short story “Make Your Own Pet” is a set of directions. To link students to real-world procedural text, share a set of instructions or directions for how to make or do something. Have students discuss how the directions are organized and what kinds of information the writer chose to include. For procedural text on writing directions, go to [http://library.thinkquest.org/J001156/forms%20of%20writing/sl\\_howto.htm](http://library.thinkquest.org/J001156/forms%20of%20writing/sl_howto.htm).

## UGLIES

### Summary & Standard

When the people in this futuristic society turn sixteen, they each have an operation to make them beautiful. When Tally Youngblood turns sixteen, however, something quite different happens. Students will read a wide variety of grade-level-appropriate classic and contemporary literature.

**Author:** Scott Westerfeld

**Genre:** Science Fiction

**Text Type:** Series Book

**Word Count:** 250+

**Theme/Idea:** making choices on your own behalf; living in a futuristic world

### Making Connections: Text to Text

Students will probably have prior knowledge of science fiction stories from books, television, or movies. Invite students to tell about science fiction stories they know.

Extend the connection to other texts by having students name the characteristics of science fiction. Ask: *How are science fiction stories different from other stories? What makes these stories so interesting?* Tell students that *Uglies* is set hundreds of years in the future.

For a list of science fiction books, see <http://jefferson.lib.co.us/pdf/sififorkids.pdf>.

### Vocabulary

**Essential Words:** betrayal, circumstances, consequences, evolution, infiltrator, operation, programmed

**Related Words for Discussion:** ethical, promise, self-concept, society, values

### Genre/Text Type

**Science Fiction/Series Book** Remind students that science fiction is a story that deals with scientific subject matter and may be set in the future. In this series book, students get to know characters they can then follow in other stories.

### Supportive Book Features

**Text** This long novel is divided into three parts, with each part divided into chapters. The title of each part gives a synopsis of that section. Each chapter title previews what will happen in that chapter.

**Content** The fast-paced plot and high-tech culture will hold students' interest. The well-developed main characters are people students would probably like to know.

Praise students for specific use of "Behaviors to Notice and Support" on page 121 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** There are no illustrations to support the text. Students should try to visualize the scenes as they read. Much of the text consists of dialogue, but the person speaking is often not identified. Suggest that when students are unsure of who is talking they should reread to clarify.

**Vocabulary** The book contains many words specific to the society, such as *house minder* (page 4) and *hoverboard* (page 30). Have students keep a list of unfamiliar words and their definitions and refer to them when needed.

### ELL Bridge

To help students grasp difficult concepts, ask them to write questions about things they do not understand as they read. Periodically have students read their questions to the group and write them on the board or on a chart. Invite volunteers to answer the questions. Monitor understanding by having students restate the answers to the questions in their own words.



## Developing Comprehension

### Thinking Within the Text

Discuss what life is like for the Rusties. Have students compare that society to the world in which Tally lives. Ask: *What happened to destroy the Rusties' civilization?*

### Thinking Beyond the Text

Tell students that science fiction writers are especially creative and imaginative. Ask students how they think writers get their ideas. Point out that the end of the book leaves readers wanting more. Explain that *Uglies* is the first book in a series. Invite students to predict what might happen as the series progresses. Ask: *Do you think this book would make a good movie? Why?*

### Thinking About the Text

Have students discuss why the author chose to split this book into parts, and to divide Part I, Part II, and Part III where he did. Ask: *How do the parts differ? How do they build on one another?*

## Visualizing

Remind students that visualizing—or picturing in their mind the scenes and characters in a story—can help them better understand what they read. Point out that because the science fiction world is often quite different from our own world, visualizing is especially important.

- Work with students to describe Tally and Shay's adventure on pages 56 and 57. Ask students to name words that describe the white water, such as *snarling monster*, *churning water*, *wall of spray*. Then ask students to tell what they picture the girls doing on their hoverboards.
- Have students read the first paragraph on page 61. Invite them to describe the Rusty Ruins.
- Encourage students to identify other sentences that help them visualize scenes and characters.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Personification

Remind students that personification is a figure of speech that gives an idea or object the characteristics of a person.

- Look at page 27 where the author writes, *She held herself still until her muscles were screaming*. Point out that though muscles cannot really scream, the author informs the reader of how much Tally's muscles hurt by giving them characteristics of a person.
- Have students find other examples of personification, such as *...blank windows stared down on them...* (page 61) and *...new reality had opened up, devouring the world she knew...* (page 112). Discuss why the author might have used personification.

## Developing Fluency

Model reading aloud dialogue from the book. Point out how using appropriate punctuation, phrasing, and pace help make the characters' words and feelings come alive. Echo-read the same passages together.

## Oral Language/Conversation

**Talk About Values** The people in Tally's world value beauty. Have students name values that are important to them. Ask why they are important.

## Extending Meaning Through Writing

- Have students write a paragraph describing life at the Smoke. (**Descriptive**)
- Have students write a letter to the author telling him how they felt about the book. (**Letter**)

## Connecting to Everyday Literacy

In the story, people are persuaded that they need to be pretty. To link students to real-world persuasive text, show an advertisement for a beauty product. Discuss how the ad tries to persuade consumers to buy it. For more persuasive text, go to <http://www.scottwesterfeld.com/books/uglies.htm>. Evaluate the reviews for *Uglies*.

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